**Daily Lesson Plan - 1/5**

Week 1

Day 5 - Determining Departments and roles, writing job descriptions

Materials Needed:

Flip chart paper with markers

“Sticky notes” for brainstorming distributed among all members of the class.

Computer with access to Internet

Length of Lesson:1 day (with follow up day)

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| **Minutes** | **Activity** |
| Introduction  5 minutes | As you know, a PBL is a team activity and so each of you will have a role on the team. Last time we met we established different roles. Now we will write those job descriptions. . |
| Writing Departments and roles needed  10 minutes | Some classes identify roles/others identify departments. How you do this is up to you. Here is an example:  Write each department on a separate flip chart and what the department’s role will be  Publicity and Marketing (includes art)  Collection/Sorting  Employer Engagement  (you may have others - like you might have a separate department called fundraising)  On each flip chart write the roles needed in each area and how many students are needed for each role: for example |
|  | ***Publicity*** - Brands the company, creates the logo and designs we will use. Creates the flyers for clothing drive and makes sure they are printed. Creates the PowerPoint for the final presentation to school administration  Roles:  Head of publicity - need 1  Artists and Designers - 1 or 2  Writers 1  Technical (PowerPoint, creates Flyers and other signage using logo, etc) 1 or 2  ***Collection & Sorting*** - Sets standards for professional clothing. Makes decisions about how clothing will be collected, and how it will be sorted, cleaned and stored. Establishes a volunteer schedule during the clothing drive. Monitors the sizes and type of clothing we collect.  Head of Collecting & Sorting - 1  Volunteer lead/scheduler - 1  Volunteer lead sorter/scheduler - 1  Volunteer collector - at least 1  Volunteer sorter - at least 1  ***Employer Engagement***- Reaches out to people (and companies with permission from JAG Specialist) to get donations. Locates guest speakers and other experts to set up field trips and guest speaking.  Roles:  Head of Employer Engagement - need 1  Team - need 2 or 3  You may wish to add an overall CEO of the project  You may wish to add an overall timeline person who keeps everything on track  If fundraising or money is involved, you will want to add a treasurer or fiscal person. |
| Writing job descriptions using the leadership role as an example | On a flipchart write the word LEADER. State: Each department will have a “Head” or “Leader who has three roles:(write the words in bold)   1. **Follows the timeline** and **makes sure that assignments get done** by the team. 2. **Meets weekly with the team** - to look over assignments and to set the goals to make sure the team accomplishes what needs to be done. 3. **Meets weekly with the leadership team** to keep them up-to-date on the progress of the team. Answers questions or concerns about progress. May bring along another member of the team whose expertise is needed.   As I said before, every department will have a leader. But that leader isn’t supposed to do all the work themselves. In JAG a leader helps the team make the best decisions and helps the team to work together. A leader INVOLVES everyone on the team.  As a class, YOU will make a decision about who will be the leaders of this project. Those who want to be a leader will write up a resume stating his/her qualifications and these people will interview for the positions on date\_\_\_\_. Once we select our leaders, it will be those people who interview for the other positions.  Today we are brainstorming the qualities we are looking for in each role.  I wrote down the general responsibilities of the leader. Let’s write down the personality and skills we are looking for. (on the flip chart write **Personality**, leave space and then write **Knowledge, Skills, Abilities**  Facilitate what personality is needed by a leader (listens, kindness, doesn’t freak out) What knowledge, skills or abilities? (good organizer, speaks clearly and people understand them. Speaks up in a group, Able to motivate. As an example, the technical person for Publicity needs to know PowerPoint and probably Adobe or other design software) |
| Writing up job descriptions | This can be written on the flip chart paper, or you can use the Department Job Description handout on the next page.  Now that we’ve learned what I mean by “job description”, it’s your turn to write up job descriptions for each department (separate the flip charts with each department throughout the room -- pull off sticky notes that apply to that department and place them with that flip chart). I’d like you to take the next few minutes and do the same for the leaders of other departments and the individual roles. (Easiest to divide students into teams, asking them to write up descriptions for a single department). |
|  | Writing may continue for longer than a day if students want to outline specifically the roles in more detail. Keep in mind that jobs evolve and that your goal is to maintain the momentum of this process and not allow students to “fall into the weeds” of detail. It may help to remind students that there will be a lot that people will learn on the job. The goal isn’t to focus on all the responsibilities of the position.. Rather it is to write up the minimum qualifications needed to bring someone into that particular position. What personality, what knowledge, skills and abilities are needed generally in each position. |
| Review/Preview | Today we wrote up what we needed in the people that are in our PBL, both qualities of leaders as well as specific KSAs of individual team members. When we meet next, those who wish to be in a leadership position will write up a resume and will go through an interview process for that leadership role. ALL of you will make the decision as to who will be those leaders. |

**SAMPLE - Job Description Sheet**

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| **Department** | **Collecting and Sorting** |
| What does this department do? | ***Collection & Sorting*** - Sets standards for professional clothing. Makes decisions about how clothing will be collected, and how it will be sorted, cleaned and stored. Establishes a volunteer schedule during the clothing drive. Monitors the sizes and type of clothing we collect.  Head of Collecting & Sorting - 1  Volunteer lead/scheduler - 1  Volunteer lead sorter/scheduler - 1  Volunteer collector - at least 1  Volunteer sorter - at least 1 |
| Head of Collecting & Sorting | Each department will have a “Head” or “Leader who has two roles:   1. Follows the timeline and makes sure that assignments get done by the team. 2. Meets weekly with the team - to look over assignments and to set the goals to make sure the team accomplishes what needs to be done.   Meets weekly with the leadership team to keep them up-to-date on the progress of the team. Answers questions or concerns about progress. May bring along another member of the team whose expertise is needed.  Also responsible for:  Personality needed  Knowledge, Skills Abilities needed |
| Volunteer lead/scheduler | Responsible for:  Personality needed  Knowledge, Skills Abilities needed |
| Volunteer lead sorter/Scheduler | Responsible for:  Personality needed  Knowledge, Skills Abilities needed |
| Volunteer collector | Responsible for:  Personality needed  Knowledge, Skills Abilities needed |
| Volunteer sorter | Responsible for:  Personality needed  Knowledge, Skills Abilities needed |